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ENGLISH ERRORS IN INDIAN SCHOOLS

BY

T. L. H. SMITH PEARSE

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INTRODUCTION TO SECOND EDITION

The object of this small book is to collect the common mistakes of idiom, vocabulary and spelling which Indian boys make and to obliterate them by exposure. I presume that before boys really set about mastering the contents, they will have been learning English for two or three years and my opinion is that every secondary schoolboy ought to be able to rid his English of the mistakes recorded herein at least a year before he takes his Matriculation or similar examination.

I think most teachers of English in India must have grudged the amount of time that they have to devote in top classes to the eradication of certain constantly recurring mistakes, and that their pupils have to (or ought to) devote to their correction. They feel, I think, that it could be much better devoted to obtaining a greater command of the language, a wider vocabulary for instance. But there is, as it were, a jungle to be cleared before such cultivation can begin; at present the jungle grows up again nearly as fast as it is cut down and it is easy to find plenty of university students with such growth in their language. This book, if it serves its purpose, will clear this jungle faster and more permanently.

The method of use of this book recommended is this. Part I which contains the common errors and the words commonly confused should be given to normal boys of twelve or thirteen to learn and they should be told that they will have at least eight tests of their knowledge of it in the next four years, and that certain unpleasant consequences will follow their failure to pass with, say, 60 per cent of marks the first year and with 90 per cent the fourth. The condition of repeated test is fundamental.

I had better mention two points about Part I. Not all common mistakes are there. Some are omitted because they are presumed to have been tackled in the elementary classes, for

instance that nasty third person singular of present tenses, and the order of words in questions and with negatives; some because they seemed not common enough; some because too many exhibits would have been as bad as too few; others because I have forgotten or missed them. Nevertheless, the warning holds that too many would be just as bad as too few.

Secondly, some of these errors are fairly easy to eradicate and others very hard. For instance, to teach a boy to say a pair of 'shorts', instead of 'half pants', is plain sailing and he probably will stop saying 'half pants' long before his eighth test. It may seem as easy to teach a boy not to say 'though he is fat but he runs fast' but it isn't; and when the teacher is faced with mistakes like 'I am ill since six months', and those arising from misuse of 'the' and 'a' he has a hard nut to crack. Therefore I advise teachers using Part I to divide its mistakes into two—those easy and those hard to eradicate. The former the boy must learn for himself and they need no time in class; the latter must be practised frequently in class, my illustrative sentences being *only a few of many* used to impress the right and obliterate the wrong idioms. The correct use of 'the' and 'a' needs this special treatment most, and of indirect speech nearly as much. I had thought of marking the sentences containing the most chronic errors, but came to the conclusion that it would be better to let each teacher decide these for himself. What Mr Ryburn calls 'the substitution method'[1] would help very much with the most chronic errors.

Part II consists of roughly 1,000 words in fairly common use, as commonly misspelt. A boy should have learnt not merely the spelling, but the meaning and the use of these in his own sentences by the time he has passed through five English classes. I do not advise trying to make him master more than about two hundred a year. I prefer to have several tests of h

[1] W. M. Ryburn, *Suggestions for the Teaching of English in India*, pp. 21ff.

particular 200 in the year, and of course thorough revision of all hundreds learnt in previous years. In the elementary groups I have tried to group together words of rather similar pronunciation whose spelling differs. A few words appear in more than one list as they are very often misspelt. One way of presenting these lists to classes is to print the words in a list one under the other, on a long narrow roll of paper and to attach the two ends to two rollers fixed in the classroom sufficiently far apart to allow ten words to be visible at a time. The class sees these for three days in all periods and can use them in sentences in any English period. Then a roller is turned till another ten appear.

It is also a good plan to allow a boy to draw a pencil line through each word in the list which he is learning that he is found able to spell correctly, provided of course that this line is rubbed out if later on he is found to have forgotten the correct spelling. So a competition can be held in each class to discover the boy with the smallest number of unerased words.

There are bound to be several words not in my lists, which a boy nevertheless uses and misspells. It is suggested that all these words also should be written in ink by the boy on the appropriate pages of his copy of this book at the time of misspelling. There is ample space between the columns for this writing. These words have also to be learnt and erased in pencil when they have been. If this suggestion is followed, each boy will learn each year to spell some 200 words which the whole class ought to be able to, and another list peculiar to himself the length of which will be in inverse proportion to his proficieney as a speller. This suggestion can also be used with advantage to supplement the lists in Part III.

Part III is for the teachers of subjects other than English when it is the medium of instruction. ..e lists are of technical and semi-technical words commonly used and misspelt, which these ..achers can easily get spelt correctly if they devote a little time to them in the way advocated ..r the words in Part II. These specialist teachers ought to regard it as their work, and not that

of the English teacher, to teach the spelling and use of words unlikely to be met in an English lesson but common in their own subjects.

Part IV is a new addition. It contains the simplest possible explanation of certain difficulties commonly experienced by Indians learning English. I have regarded it as more important to give easily understood than exhaustive advice upon these difficulties. Thereby I have laid myself open to the criticism that there are objections to some of 'my rules' in Part IV. My defence is that High School boys cannot be expected to attain such accuracy that no trick of idiom or usage can trip them up. If 'my rules' guide them correctly 75 times out of a 100, they are worthy of their study. Were they more accurate they would be more complicated; were they more complicated they would be harder to remember.

I feel that it is advisable to repeat myself in conclusion. I find that I usually can in a few minutes teach a class not to make a certain English grammatical mistake. The class may be able to use the correct form the next day; it may be able to remember the correct form next week; but it will not use the correct form very long if I leave it at that, especially if the English differs from the vernacular idiom. No habit will have been formed, and it is *habit* that must be created. Habits are formed only by recurring practice. As soon as a boy has learnt Part I he should start to learn it again.

I should be very grateful to receive suggestions for the improvement of this book, and especially more chronic errors for my collection.

I owe a great debt to Mr F. K. Clark, M.A., I.E.S., not only because he has very kindly read over the MS., and made many very useful suggestions, but because his own pamph *Common Errors* (Saraswati Press, Nagpur) first made me think that a larger book on the lines his might be still more useful.

T.L.H.S.P.

NOTE ON THE THIRD EDITION

In the third edition, several additions have been made in the lists and to the general matter. In particular I have added to the section on Indirect Speech as I have come to realise that Indian boys struggling with indirect speech need fuller notes on the infinitive mood and exclamatory sentences.

T.L.H.S.P.

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PART I

COMMON MISTAKES

1

WITH NOUNS AND NOUN-PHRASES

	Incorrect	*Correct*
1.	The sceneries here are not good.	The scenery here is not good.
2.	I have lost my furnitures.	I have lost my furniture.
3.	We have received no informations.	We have received no information.
4.	He told these news to his mother.	He told his mother this news.
5.	I packed my luggages.	I packed my luggage.
6.	There are no breads in this shop.	There { is no bread in this shop. There { are no loaves in this shop.
7.	Please excuse the troubles.	Please excuse me for the trouble (I have caused).
8.	He took troubles to do his work.	He took { pains over his work. He took { trouble over his work.
9.	In India there are many poors.	In India there are many poor (men).
10.	He provided the blinds with food.	He provided the blind with food.
11.	Scout wear half pants.	Scouts wear shorts.
12.	He bought a pair of half hose.	He bought a pair of socks.

	Incorrect	*Correct*
13.	Students should wear white pant.[1] ...	Students should wear white trousers.
14.	I spent the holidays with my family members.	I spent the holidays with my family. I spent the holidays with the members of my family.
15.	There is no place in this compartment. ...	There is no room in this compartment.
16.	Give him some blotting.	Give him some blotting paper.
17.	Write this in your copy.	Write this in your notebook.
18.	Our boarding is full.	Our { boarding-house is full. / hostel is full. }
19.	I am learning a new poetry. ...	I am learning a new poem.
20.	Give my B.C.s to all.	Give my kind(est) regards to all.
21.	He hit an over boundary.	He hit a six.
22.	There are two waiting members in our party.	There are two reserves { on our side. / in our team. }
23.	We saw a joker at the circus. ...	We saw a clown at the circus.
24.	We had a good play of football. ...	We had a good game of football.
25.	We saw a theatre.[2]	We saw a play.

[1] 'Pants' mean underclothes covering the upper part of the leg.
[2] A theatre is a building in which plays are acted, not the play itself.

Incorrect		*Correct*
26. We like taking part in drama.[1]	...	We like acting (plays).
27. He is a tall gentleman.[2] ...	...	He is a tall man.
28. I saw two females.[2] ...	...	I saw two women.
29. The boy was wearing a new dress.[3]	...	The boy was wearing a new suit (some new clothes).
30. He took insult at this. ...	...	He took offence at this.
31. The box contains pens, papers and others.		The box contains pens, paper and such things.
32. Please put your sign here. ...	...	Please put your signature here.
33. He is my cousin brother.[4] ...	...	He is my cousin.

[1] 'Drama' is rarely used nowadays in the sense in which an Indian schoolboy is likely to use it, that is to say to mean 'a play', whether acted by professionals or amateurs.

[2] 'Gentleman' is a difficult word to use correctly in colloquial English. It seems to me best to teach boys to use 'gentleman' when they are referring to a man's character ('he is a real gentleman', praising him; 'he is not a gentleman', criticizing him); and to use 'man' to denote an adult of the male sex.

Similarly, don't be self-conscious over 'lady' and 'woman'. The latter is the usual word and is quite polite. 'She is a lady' means that she is a woman of particularly good birth, breeding and taste.

[3] Dress is generally used with reference to women's attire but note that we do say 'a man in full dress *or* evening dress'.

[4] The English language uses much more loosely terms expressing relationship than the Indian languages.

'Aunt' means the sister of either father or mother.
'Uncle' means the brother of either father or mother.
'Cousin' means any child of any aunt or uncle.

	Incorrect		*Correct*
34.	We are all fellow brothers.	...	We are all brothers.
35.	I passed the noon[1] in study.	...	I spent the middle of the day working.
36.	He had a great number of money.	...	He had a great amount of money.
37.	He got a bad companionship.	...	He got into bad company.
38.	One of my servant tells[2] me . . .	...	One of my servants tells me . . .
39.	Some of my servant tells me.	...	Some of my servants tell me.
40.	The front / back } side of the house.[3]	...	The front / back } of the house.
41.	I took a bath in the sea.[4]	...	I had a bathe in the sea.
42.	I have hurt a foot-finger.	...	I have hurt a toe.

[1] 'Noon' means exactly twelve o'clock in the middle of the day and not a period of time round about that hour.

[2] The noun following 'one of', 'none of', 'some of' and similar expressions must be plural in number, but the verb agrees in number with the subject of the sentence. See also the note on page 8.

[3] The backside means the buttocks of the body. It will cause mirth to use it in any other sense.

[4] Use 'bath' when the object of entering the water is to clean yourself: use 'bathe' when the object is to swim or to enjoy yourself.

2

WITH PRONOUNS

	Incorrect		*Correct*
1.	Each of these boys play games.	...	Each of these boys plays games.
2.	Both did not go. ...	...	Neither went.
3.	We all did not go. ...	...	None of us went.
4.	One should work hard.[1] ...	...	A man A boy } should work hard.
5.	One should not waste his time.[2]	...	A man A boy } should not waste his time.
6.	Here is my cup ; please fill.[3]	...	Here is my cup; please fill it.

[1] 'One should work hard' is not wrong but I hold that in the best English the use of 'one' as subject is avoided when possible, and that boys should be taught to do the same. Possibly I am prejudiced by my school-memory of a member of the staff, of whose stock phrase we so often made fun, 'One doesn't see much of one nowadays, does one?' !!

[2] Here 'one should not waste one's time' would also be correct but, to me, objectionable.

[3] All transitive verbs, e.g. 'fill', must have an expressed object.

	Incorrect	*Correct*
7.	Have you a pencil? I have not got. ...	Have you a pencil? I have not got one.
8.	'Is he coming?' 'Yes, I think.' ...	'Is he coming?' 'Yes, I think so.'
9.	He enjoyed during the holidays. ...	He enjoyed himself during the holidays.
10.	I asked for my pencil, but he did not give me.[1]	I asked for my pencil but he did not give it me.
11.	The boy who does best he will get a prize.[2]	The boy who does best will get a prize.
12.	Whoever does best he will get a prize.[2]	Whoever does best will get a prize.
13.	Who did this? Myself.	Who did this? I (myself).
14.	I and he are brothers.[3]	He and I are brothers.
15.	I with some friends went for a walk.[4] ...	I went for a walk with some friends.
16.	He is wiser than me.	He is wiser than I.
17.	The master tested the boy if he could read English.[5]	The master tested if the boy could read English.
18.	I shall see the brakes whether they work well.[6]	I shall see whether the brakes work well.

[1] Some transitive verbs, e.g. 'give' and 'lend', must have two expressed objects.
[2] The vernacular idiom is responsible for the mistakes in Sentences 11 and 12.
[3] It is considered conceited (!) to put 'I' first when there are two subjects.
[4] A pronoun used as subject should not be separated from its verb if possible.
[5] The object of 'tested' is not 'boy' but the whole noun clause.
[6] The object of 'see' is not 'brakes' but the whole noun clause.

	Incorrect	*Correct*
19.	Everyone is frightened when they see a tiger.	Everyone is frightened when he sees a tiger.
20.	None of us have seen him.	None of us has seen him.
21.	People starves when he has no money.[1] ...	People starve when they have no money.
22.	The size of the shoe should be the same as this shoe.[2]	The size of the shoe should be the same as that of this shoe.
23.	My books are better than my friend.[2] ...	My books are better than those of my friend.

[1] Note that 'every', 'each', 'none', 'much', 'person', are singular words: 'all', 'some', 'most', 'many' and 'people' are plural. It is a very common mistake to use pronouns and possessive adjectives in the wrong number referring to any of the above-mentioned words.

For similar mistakes with possessive adjectives see pages 14 and 15.

[2] In these comparative sentences be careful to compare the same part of two things. 'That of', 'this of', 'these of' and 'those of' are necessary words often omitted. 'His teaching was like Buddha' is a very common mistake: 'that of Buddha' must be written.

3

WITH ADJECTIVES

	Incorrect	*Correct*
1.	Every people know this.	Every man / Everyone[1] } knows this.
2.	These all mangoes are ripe.	All these mangoes are ripe.
3.	He held the book in the both hands. ...	He held the book in both hands or both his hands.
4.	I have no any friends.	I have no friends.
5.	Both men have not come.	Neither man has come.
6.	An idle man should do some or other work.	An idle man should do some work or other.
7.	Shakespeare is greater than any other poets.	Shakespeare is greater than any other poet.
8.	Open your book at six page. ...	Open your book at page six.
9.	He is in class ninth.	He is in { class nine. / the ninth class.
10.	This article cost rupees ten.	This article cost ten rupees.

[1] I recommend the writing of 'everyone' as one word.

	Incorrect		*Correct*
11.	He came a 2nd time.[1]	... ...	He came a second time.
12.	King George the fifth.[1]	... ...	King George V.
13.	He is elder than I.	... ...	He is older than I.
14.	He is more better than I.	... ...	He is better than I.
15.	He is worst than I.	... ...	He is worse than I.
16.	Raipur is hot than Simla.	... ...	Raipur is hotter than Simla.
17.	Horse is usefuller than car.	... ...	A horse is more useful than a car.
18.	He gets a less salary.	... ...	He gets a small salary.
19.	In our library the number of books is less.		In our library the number of books is small.
20.	From the two he is clever.	... ...	He is the more clever of the two. He is the cleverer of the two.
21.	From the three he is more clever.	...	He is the cleverest of the three.

[1] I advise teaching Indian boys when to write numbers in words and when in figures as follows :

(*a*) Write the numbers of kings in Roman characters thus—' Louis XIV '.

(*b*) Write ordinal numbers up to ' twelfth ' in words except in dates.

(*c*) Write dates thus, ' July 7th ' or ' 7th July ' and not thus, ' the 7th of July ' or ' the seventh of July '.

(*d*) Write cardinal numbers up to twelve in words, except when telling the time, e.g. ' 11 p.m.'

(*e*) Write cardinal and ordinal numbers above twelve and twelfth in either words or figures as seems in each case the more convenient,

	Incorrect		*Correct*
22.	Of the two plans this is the best.	...	Of the two plans this is the better.
23.	He is becoming strong.[1] ...	...	He is becoming stronger.
24.	There is a best teacher in that class.	...	There is a very good teacher in that class.
25.	He will spend his { future life here. / remaining life here.	...	He will spend the rest of his life here.
26.	This is a worth seeing sight.	...	This is a sight worth seeing.
27.	He had leave of four days. ...	...	He had { four days' leave. / leave for four days.
28.	I am hopeless to pass. ...	...	I have no hope of passing.
29.	We have never seen a so good boy.	...	We have never seen so good a boy.

[1] 'He is becoming strong' is of course correct English. I want, however, by this sentence to call attention to the English fondness for the use of a comparative adjective, instead of a positive, when growth or change is implied in a sentence, or when the words 'than before' can be understood: e.g., talking of a boy's progress in class you can say 'he is working well now', but in English we very often say 'he is working better now', thinking of a time past when he worked less well. I have found great reluctance among Indian boys to use this comparative form.

The sentence, 'he is becoming strong every day', is clearly wrong and, once 'every day' is added, 'stronger' must be used.

	Incorrect	*Correct*
30.	He was so big man that / He was a so big man that } he could not sit in this chair.	He was so big a man that he could not sit in this chair.
31.	Yours affectionate friend. ...	... { Your affectionate friend. / Yours affectionately.
32.	Your lovely friend. ...	... Your loving friend.
33.	The country is plain. ...	... The country is flat (or level).
34.	He got nearly cent per cent marks.	... He got nearly full marks.
35.	We live in Central Provinces.[1]	... We live in the Central Provinces.
36.	He is best player. ...	... He is the best player.

[1] Nos. 35 to 52 are examples of the innumerable mistakes made by misuse of 'the' and 'a'. Any good English grammar gives the rules for the use and omission of the articles. My attempt to make these rules as simple for Indian boys as possible runs as follows:

(*a*) Is the noun a proper or a common noun?
(*b*) Remember that a noun can be proper in one sentence and common in another, so it is useless to label a particular noun 'proper' or 'common'.
(*c*) If the noun is proper it will take no article.
(*d*) If it is common it must have an article, except in the case of (*f*) below.

	Incorrect		*Correct*
37.	The London is big city.	... ...	London is a big city.
38.	I mean London in U.S.A.	... ...	I mean the London in the U.S.A.
39.	I live in the Bengal.	... ...	I live in Bengal.
40.	The gold is yellow.	... ...	Gold is yellow.
41.	Himalayas are mountains.	... ...	The Himalayas are mountains.
42.	Man is a member of the society.	...	Man is a member of society.
43.	The mankind should love the nature.	...	Mankind should love nature.

(*e*) If the common noun is the name of a particular person or thing, it requires the definite article 'the' whether the noun is singular or plural.

(*f*) If the common noun is not the name of one particular person or thing, it requires the indefinite article 'a' when the noun is singular; when plural, 'a' is never used and usually no article is required, though 'some' sometimes takes its place.

(*g*) There are several phrases, most of them prepositional (e.g. 'in view of', 'on condition that') or verbal (e.g. 'to put heart into', 'to keep house for'), in which nouns, usually common, must be used without articles. The reason is that a phrase, of however many words it may consist, is for all practical purposes one word of special meaning, which will be destroyed by the addition of even an article.

[The above 'rules' are not intended to satisfy strict grammarians, but are offered as a reasonably satisfactory and clear explanation to Indian schoolboys of what they usually find to be the most difficult problem in learning English.]

	Incorrect		Correct
44.	We should love the God.	... ...	We should love God.
45.	He got an employment there.	... ...	He got employment there.
46.	We should not make noise.	... ...	We should not make a noise.
47.	I have an urgent business.	... ...	I have urgent business.
48.	He found hundred rupees.	... ...	He found a hundred rupees.
49.	What a fun !	... ...	What fun !
50.	Ganges is a river.	... ...	The Ganges is a river.
51.	We had picnic.	... ...	We had a picnic.
52.	We had a picnics nearly every day.	...	We had picnics nearly every day.
53.	He won a running cup.[1]	... ...	He won a challenge cup.
54.	Each of us loves { our / their } home.	...	Each of us loves his home.
55.	None of the boys had learnt their lesson.	...	None of the boys had learnt his lesson.
56.	People often spend his leisure in cinemas.	...	People often spend their leisure in cinemas.

[1] This is a common misuse of the word 'running'. A running cup means a cup given for running. A cup held only until the date of the next tournament is a challenge cup.

Incorrect		*Correct*
57. Much efforts bring their reward.	...	Much effort brings its reward.
58. Many villagers cannot write his own name.[1]		Many villagers cannot write their own name.
59. Each and every person[2] wore a hat.	...	Each person wore a hat. Everybody wore a hat.
60. He is a coward / miser } man. ...	...	He is a cowardly / miserly } man.
61. We want a sifting inquiry.[3] ...	...	We want a thorough inquiry.
62. The horse is laming.[4] ...	...	The horse is lame.

[1] Sentences 54 to 58. For mistakes of this type which are very common see also page 8.

[2] 'Each and every' can be used together correctly only to convey very strong emphasis. The Indian schoolboy is too fond of using both together when only one of the two adjectives is required.

[3] Sifting' has degenerated into a 'cliché'. It is the wrong epithet. 'Exhaustive' is a correct alternative.

[4] 'Limping' is correct but there is no English adjective 'laming'.

4

WITH VERBS

	Incorrect		*Correct*
1.	He asked had we taken our food.	...	He asked { if we had taken our food. / whether we had taken our food.
2.	He asked that what are you doing.	...	He asked what we were doing.
3.	Ram said can he go home. ...	...	Ram asked if he could go home.
4.	He asked to Rama why your father is angry.		He asked Rama why his father was angry.
5.	He does not care for my words.	...	He pays no attention to what I say.
6.	I do not care for you (*spoken angrily*).[1]	...	I do not care what you do.
7.	He does not care for his money.	...	He does not take care of his money.
8.	He does not care for his work.	...	He takes no care over his work.
9.	No one cared for him after his wife died.[2]	...	No one took care of him after his wife had died.

[1] 'I do not care for you', properly used, means 'I do not like you as a friend'. 'I do not care for hockey' means 'I do not enjoy playing hockey'.

[2] The misuse of 'care for' is very common and Sentences 5 to 9 need much practice.

	Incorrect	*Correct*
10.	When I went there I found that the lion was disappeared.	When I went there I found that the lion had disappeared.
11.	He said that he saw him last year.[1] ...	He said that he had seen him last year.
12.	I did not stop because he went out before I arrived.	I did not stop because he had gone out before I arrived.
13.	He got angry before I said a word. ...	He got angry before I had said a word.
14.	I met a man who was my tutor 20 years ago.	I met a man who had been my tutor twenty years ago.
15.	This was going on since a long time. ...	This had been going on for a long time.
16.	I had been for walking yesterday. ...	I went for a walk yesterday.
17.	If I did this / If I shall do this } I shall be wrong.[2] ...	If I do this I shall be wrong.
18.	When I shall go to Bombay, I shall see him.	When I go to Bombay, I shall see him.
19.	If I would have done this, I would have done wrong.	If I had done this, I should have done wrong.

[1] These are examples of the common failure to use the past perfect tense when the time of one past tense verb is more past than that of another.

[2] Nos. 17 to 19.—I have found much difficulty in teaching boys to omit 'will', 'shall', 'would' and 'should' from adverbial clauses. There are exceptions to this rule, but it seems wise to ignore them in High Schools.

	Incorrect		*Correct*
20.	I have left scouting. ...	...	I have given up scouting.
21.	I left playing.	...	I stopped playing.
22.	Leave the horse's reins. ...	...	Let go the horse's reins.
23.	He had to leave his rights. ...	...	He had to abandon his rights (*or* relinquish).
24.	I take my food.[1]	...	I have my food.
25.	I take your leave.[2]	...	I must say goodbye.
26.	In the noon I took rest. ...	...	I had a rest in the middle of the day.
27.	I came to know as to how he did this.	...	I learnt how he did this.
28.	I came to know why he was sad.[3]	...	I found out why he was sad.
29.	He went to school to know arithmetic.[4]	...	He went to school to learn arithmetic.
30.	He knows to swim. ...	...	He knows how to swim.
31.	Later on he knew his mistake.	...	Later on he realized his mistake.
32.	We should not cut jokes in class.	...	We should not make jokes in class.
33.	He cut his pencil.	...	He sharpened his pencil.
34.	Shall I cut this word? ...	...	Shall I { scratch out / erase } this word?

[1] 'Take my food' is not wrong, but an Englishman rarely uses this expression.
[2] 'I take your leave' is not wrong, but is suitable only for a formal occasion.
[3] 'Came to know' is a difficult phrase to use correctly and is better avoided.
[4] We 'learn' before we 'know'. 'Know' is used when learning is finished, as in Sentence 30.

	Incorrect	*Correct*
35.	They cut Charles I's head.[1] ...	... They cut off Charles I's head.
36.	I said to him to go. ...	... I told him to go.
37.	He said to go.	... He told me to go.
38.	I asked my servant to bring water.[2]	... I told my servant to bring water.
39.	I told the master to excuse me.	... I asked the master to excuse me.
40.	I wanted that he should get leave.	... I wanted him to get leave.
41.	I want that I should get leave.	... I want to get leave.
42.	I like to play hockey.[3] ...	... I want / I should like } to play hockey.
43.	He is troubling his subjects. ...	... He is { oppressing his subjects. / ill-treating his subjects.
44.	He is troubling me. ...	... He is { giving me trouble. / treating me badly. / bullying me.

[1] When the cutting divides what is cut into pieces, use 'cut off', 'cut up' or 'cut into'.

[2] Nos. 38 and 39.—It is advisable for boys to form a habit of using 'I told him to . . .' only towards a person to whom they have a right to give an order, and 'I asked him to . . .' towards a person of whom they can or want to make a request only.

[3] 'Like' in this sentence should be used only to mean 'am fond of' and not to mean 'wish'.

	Incorrect		*Correct*
45.	My foot is paining.[1]	...	I have a pain in my foot. My foot is hurting.
46.	My tooth is paining.[1]	...	My tooth is aching.
47.	I have got a hurt on my leg.	...	I have hurt my leg.
48.	He gave a speech.	...	He made a speech.
49.	He has given his examination.	...	He has sat for his examination. He has done (or taken) his examination.
50.	He made a lecture.	...	He gave a lecture.
51.	Rama can now sit on a bicycle.	...	Rama can now ride a bicycle.
52.	He got down from his bicycle.	...	He got off his bicycle.
53.	He took out his shoes.	...	He took off his shoes.
54.	Please see my book.	...	Please look at my book.
55.	He would not hear me.	...	He would not listen to me.
56.	All day I was putting on a sweater.[2]	...	All day I was wearing a sweater.
57.	He came putting on a smart turban.	...	He was wearing a smart turban.

[1] 'To pain' (verb) should be used transitively only.

[2] 'To put on clothes' refers to the act of dressing, e.g. 'he is in his room putting on his shoes' Once the act of dressing is over, 'to wear' is used to express the act of carrying clothes on the body.

	Incorrect		*Correct*
58.	I cannot pull on with my work.	...	I cannot manage my work.
59.	I have ordered for a new racquet.	...	I have ordered a new racquet.
60.	I have disposed off my car.	...	I have disposed of my car.
61.	I put up with him (*meaning* stayed).[1]	...	He put me up.
62.	Keep this on the table. ...	...	Put this on the table.
63.	I always put my money in this box.[2]	...	I always keep my money in this box.
64.	People respected him at the station.[3]	...	People treated him with respect at the station. People showed respect for him at the station.
65.	I had a mind to play. ...	...	I intended to play.
66.	It goes hard with him to do this.	...	He finds it hard to do this.
67.	We cannot maintain our livelihood.	...	We cannot earn a living. We cannot get a living.
68.	I persuaded him to stop but he would not.		I tried to persuade him to stop.
69.	I struck a blow on his face.	...	I struck him in the face. I hit him in the face.

[1] 'To put up with' should be used only to mean to tolerate an annoying person or thing.

[2] Use 'keep' of a more or less permanent resting place, 'put' of only a temporary one.

[3] 'To respect someone' properly means 'to have a high opinion of someone's character'. This is a very common error.

	Incorrect		*Correct*
70.	I shot the tiger but missed.[1]	...	I missed the tiger.
71.	I went for shooting and enjoyed.	...	I went out shooting and enjoyed myself.
72.	Do not play mischiefs. ...	...	Do not get up to mischief.
73.	The ship was drowned. ...	...	The ship sank.
74.	He denied to come.[2] ...	...	He refused to come.
75.	I stood second in my class.[3]	...	I was second in my class.
76.	I am reading at the High School.[4]	...	I am at the High School.
77.	Columbus invented America.[5]	...	Columbus discovered America.
78.	He lived there for a day. ...	...	He stayed there for a day.
79.	We won our opponents. ...	...	We beat our opponents.
80.	He made a goal. ...	...	He scored a goal.
81.	He did no fault. ...	...	He committed no fault.
82.	We make drill. ...	...	We do drill.
83.	We ought to make exercise.	...	We ought to take exercise.

[1] If you say, 'I shot the tiger' you mean you hit and probably killed it.
[2] Practice is needed in the correct use of 'to refuse' and 'to deny'.
[3] 'Stand second' is not wrong but I think an Englishman would rarely use it.
[4] 'To read' should be used to mean 'to peruse or to study books'.
[5] Use 'invent' of something which did not exist till man created it, e.g. 'a railway engine'. Use 'discover' of something which existed without man's knowledge, e.g. 'petroleum'.

	Incorrect		*Correct*
84.	I hope he must come.[1]	...	I hope he will come. I am sure he will come. He must come.
85.	The Council is consisted of ten members.		The Council consists of ten members.
86.	Iron finds in many countries.	...	Iron is found in many countries.
87.	Romulus found Rome. ...	...	Romulus founded Rome.
88.	'Where is the book?' 'It is not found.'	...	'Where is the book?' 'It is lost.'
89.	Always fair out a written exercise.	...	Always make a fair copy of a written exercise.
90.	I filled water in the bucket. ...	...	I filled the bucket with water.
91.	He prevented him from harm.[2]	...	He protected him from harm.
92.	Open the light.	...	Turn on the light.
93.	Shut the light.	...	Turn off the light.
94.	My leg has been operated.[3] ...	...	I have had an operation on my leg.
95.	It is written in this letter that . . .[4]	...	This letter says that . . .

[1] This error is caused by two alternative idioms being combined.

[2] 'Prevent' and 'protect' are often confused. 'Prevent' is used to stop someone from beginning to do harm; 'protect' means to save someone from harm.

[3] 'To operate' (*verb*) in a surgical sense, must only be used in the active voice followed by 'on'.

[4] 'It is written . . .' is not wrong, but is usually clumsy English.

	Incorrect		*Correct*
96.	He thought how is it made.	...	He wondered / He could not think } how it was made.
97.	I must revenge my brother.	...	I must avenge my brother.
98.	I must revenge my enemy.[1]	...	I must take revenge on my enemy.
99.	He choosed a book. ...	...	He chose a book.
100.	He loosed a rupee. ...	...	He lost a rupee.
101.	When he comes you must wish him.	...	When he comes you must greet (*or* welcome) him.
102.	This boy always needs poking.	...	This boy always needs a firm hand (*slang*, 'bucking up'.)
103.	I won him in the race. ...	...	I beat him in the race.
104.	I gave him a love-set. ...	...	{ I took a love-set off him. / I beat him in a love-set.
105.	I marked what he was doing.	...	I noticed what he was doing.
106.	You can avail of this. / This can be availed of. } ...	...	You can avail yourself of this.

[1] 'Avenge' and 'revenge' are often confused. 'To avenge my brother' means to punish someone who has hurt my brother.

WITH ADVERBS

	Incorrect	*Correct*
1.	He is very much sorry. ...	... He is very sorry.
2.	He was very kind enough to invite me.	He was so kind as to invite me. He was kind enough to invite me.
3.	We scarcely see a lion. ...	... We rarely see a lion.
4.	I did it anyhow.[1] ...	... I managed to do it somehow.
5.	To tell in brief. ...	... In short.
6.	He told the story in details.	... He told the story in detail.
7.	Aeroplanes reach Europe soon.	... Aeroplanes reach Europe quickly.
8.	Yesterday in the night he came to dinner.	Yesterday evening he came to dinner.
9.	If he fails, he will be nowhere.[2]	... If he fails he will get into (great) trouble. If he fails he will be ruined.

[1] Use 'anyhow' to mean (*a*) 'in disorder', e.g. 'He keeps his books anyhow in his desk'; (*b*) 'for certain', e.g. 'He may not come but anyhow I shall'.

[2] 'To be nowhere' in this sense will pass as English, but of a poor kind.

	Incorrect	*Correct*
10.	Before long there was no one there.[1] ...	Long ago there was no one there.
11.	What for do you go to school ? ...	Why do you go to school ? What do you go to school for ?
12.	This book is too interesting.[2] ...	This book is very interesting.
13.	He behaved cowardly.	He behaved in a cowardly manner, (*or* like a coward).
14.	He lives miserly.	He lives in a miserly way.
15.	Just I had gone when he came. ...	I had just gone when he came.
16.	He plays good.	He plays well.
17.	He plays good than I.	He plays better than I.
18.	Never I have seen such a sight.[3] ...	Never have I seen such a sight.
19.	Hardly I have had any rest since one week.[3]	Hardly have I had any rest for a week.

[1] 'Ago' means 'counting from now'; 'before long' means 'soon'.

[2] 'Too' is properly used (*a*) to mean 'more than it ought to be'; e.g. 'He is too fat'; (*b*) followed by the words 'to do something' understood or expressed, e.g. 'It is too hot (to play cricket)'.

[3] See note on Conjunctions, Sentences 8 to 10. 'I have never seen such a sight' and 'I have had hardly any rest for a week' are also correct and more common English.

Incorrect		*Correct*
20.	Really speaking it is not hot.	... As a matter of fact / To speak the truth / In truth / In fact } it is not hot.
21.	It is a very good film. I liked it on the whole.[1]	... It is a very good film. I liked the whole of it.

[1] 'On the whole' is only used to sum up your opinion of something which is good and bad in parts. For instance, 'the photography of the film was bad but the plot was exciting. On the whole I enjoyed it'.

6

WITH CONJUNCTIONS

	Incorrect		*Correct*
1.	Though he is fat { but he runs fast.[1] Though he is fat { still he runs fast. Though he is fat { yet he runs fast.	...	Though he is fat, he runs fast.
2.	As he is fat so he runs slowly.	...	As he is fat, he runs slowly.
3.	If he is fat then he will run slowly.	...	If he is fat he will run slowly.
4.	As I fired at the tiger at that time he shook my arm.		As I fired at the tiger, he shook my arm.
5.	Because he is clever therefore (*or* so) he gets good marks.		Because he is clever, he gets good marks.
6.	He did not come to school. Because he was ill.[2]		He did not come to school, because he was ill.

[1] 'Though' is the conjunction and English does not require a second conjunction—'but', 'yet', 'still'. The vernacular idiom in Sentences 1—5 requires two conjunctions, not so the English.

[2] This very common punctuation mistake arises because in the vernacular the equivalent कारण is used as a noun, but 'because' is always a subordinate conjunction, except in the prepositional phrase 'because of', and must never be separated from its main clause by a full stop.

	Incorrect	*Correct*
7.	Until he does not try, he must be punished.	He must be punished { until he tries. / so long as he does not try.
8.	No sooner I had spoken, than he left. ...	No sooner had I spoken than he left.
9.	Not only he will go, but also he will remain there.	Not only will he go, but he will also remain there.
10.	Neither he comes nor he writes.[1] ...	Neither does he come nor does he write.
11.	I have bought many fireworks as rockets and etc.[2]	I have bought many fireworks such as rockets.
12.	I am fond of all games as for an example hockey.	I am fond of all games, for example, hockey.
13.	I want to know as to why I have been detained.	I want to know why I have been detained.
14.	He called me as a fool.	He called me a fool.
15.	He is the fastest runner and he came last.[3]	He is the fastest runner but came last.

[1] 'He neither comes nor writes' is equally correct and probably more common. But Sentences 8 to 10 are intended to emphasize the rule that when the first word of the sentence is a negative the main verb must be inverted, as in a direct question.

[2] It would be good if that overworked Latin abbreviation 'etc.' were forbidden in all composition.

[3] 'But' is the conjunction to use when the second main clause gives unexpected information.

	Incorrect	*Correct*
16.	He was angry therefore I ran away.[1] ...	He was angry so I ran away.
17.	This is my friend, he was at school with me.	This is my friend who was at school with me.
18.	I was trying to work, at that time he was disturbing me.	While I was trying to work, he was disturbing me.
19.	I fired at the tiger, at that time he shook my arm.	As I fired at the tiger, he shook my arm.
20.	This is my house, I live here. ...	This is my house where I live.
21.	This is an interesting book, I am reading it.	This is an interesting book which I am reading.
22.	This is my servant, I was telling you about him.	This is my servant about whom I was telling you.
23.	I am glad for tomorrow is a holiday.[2] ...	I am glad because tomorrow is a holiday.
24.	Supposing if he fails, what will he do ? ...	Supposing he fails / If he fails } what will he do ?

[1] Nos, 16 to 22.—I have always found a few boys, but not all boys, who seem to find it most difficult to link two connected sentences together either with the conjunctions or with the help of the relatives. I have not discovered the reason for this difficulty, though I guess that the vernaculars object less than English does, to two main clauses, neither separated by a full stop nor linked by a conjunction.

[2] 'For' is hardly wrong, but it is better to use 'because' to introduce a causal clause.

7

WITH PREPOSITIONS

	Incorrect	*Correct*
1.	I am ill since three months.[1] ...	I have been ill for three months. I have been ill since July.
2.	This is my first time to play cricket since a long time.[1]	I have not played cricket for a long time. This is my first game of cricket for a long time.
3.	This paper is inferior than that. ...	This paper is inferior to that.
4.	This is different to that.	This is different from that.
5.	This resembles to that.	This resembles that.
6.	My brother is superior than you in strength.	My brother is superior to you in strength.
7.	Everyone should pray God.	Everyone should pray to God.
8.	He wrote me.	He wrote to me.
9.	I shall explain them this.	I shall explain this to them.

[1] When reckoning from a particular date we use 'since', e.g. 'since last Friday', 'since July 8th'; but we always use 'for' for a period, e.g. 'for a week', 'for a long time'. This is one of the commonest of all errors. Why are these incorrect: 'I am not playing since March', 'I am not seeing you since a long time'?

	Incorrect		*Correct*
10.	Send this letter on my address.	...	Send this letter to my address.
11.	Diwali corresponds with Christmas.	...	Diwali corresponds to Christmas.
12.	He suggested me this.	...	He suggested this to me.
13.	He goes in the school.	...	He goes to school.
14.	He goes on his work.	...	He goes to his work.
15.	I am obliged of you by this good turn.	...	I am obliged to you for this good turn.
16.	He called me in dinner.	..	He invited me to dinner.
17.	We went near the station.	...	We went to the station.
18.	He reached to Nagpur.	...	He reached Nagpur.
19.	He was favourite to his friends.	...	He was a favourite with his friends.
20.	He told to me to go.	...	He told me to go.
21.	She did not ask any question to him.	...	She did not ask him any question.
22.	From our class he did best.	...	He did best in our class.
23.	The term begins from July 1st.	...	The term begins on July 1st.
24.	He will be cured from his fever.	...	He will be cured of his fever.
25.	There are many advantages from this.	...	The advantages of this are many.
26.	He threw the stick in the river.	...	He threw the stick into the river.
27.	There is a saying in the Hindus.	...	There is a saying among the Hindus.
28.	We waste much time in trifles.	...	We waste much time on trifles.

	Incorrect		*Correct*
29.	He rides in a cycle.[1]	...	He rides on a cycle.
30.	There is no harm to do this.	...	There is no harm in doing this.
31.	Write with ink.	...	Write in ink.
32.	He rides on a car.	...	He rides in a car.
33.	He sat on a tree.	...	He sat in a tree.
34.	This is a comfortable house to live.	...	This is a comfortable house to live in.
35.	This is the road to go.	...	This is the road to go by.
36.	He gave me a gun to shoot.	...	He gave me a gun to shoot with.
37.	I gave him a chair to sit.	...	I gave him a chair to sit on.
38.	He married with an Indian lady.	...	He married an Indian lady.
39.	They are called with different names.	..	They are called by different names.
40.	He accompanied with his friends.	...	He accompanied his friends.
41.	We should not spend money for luxuries.		We should not spend money on luxuries.
42.	He went away for doing some business.		He went away on business.
43.	He went for riding.	...	He went riding. He went for a ride.

[1] Nos. 29 to 33.—Use 'on' when the meaning is clearly 'on top of', e.g. 'on a horse', and use 'in' when 'on top of' is not appropriate, e.g. 'in a train', 'in an aeroplane'.

Incorrect		Correct
44. We discussed on the matter.	...	We discussed the matter.
45. I pitied on him.	...	I pitied him.
46. He is angry on me.	...	He is angry with me.
47. He is pleased on me.	...	He is pleased with me.
48. He angried on me.	...	He was angry with me.
49. When this was searched it was found.[1]	...	When this was searched for, it was found.
50. I searched the man.[1]	...	*This is only correct when it means* 'I looked in his pockets' *or something similar.*
51. He asked a holiday.	...	He asked for a holiday.
52. I shall inform them this.	...	I shall inform them of this.
53. Our school is built by bricks.	...	Our school is built of bricks.
54. Due to illness, I cannot go to school.	...	Owing to illness, I cannot go to school.
55. We went to the back side of the house.	...	We went behind the house. (*or* to the back of)
56. He was prevented to come.	...	He was prevented from coming.
57. He walked ten miles by foot.	...	He walked ten miles on foot.
58. The Post Office will compensate the loss.		The Post Office will compensate us for the loss.
59. I must go; there is no help.	...	I must go; there is no help for it.

[1] I have found the mistakes in Sentences 49 and 50 very common.

Incorrect	Correct
60. There was a match between Bombay against Madras.[1]	There was a match between Bombay and Madras.
61. I met with your friend there. ...	I met your friend there.
62. There was a fight with Ram and Hari yesterday.[2]	There was a fight between Ram and Hari yesterday.
63. The Great War was fought during 1914–18.[2]	The Great War was fought between 1914 and 1918.
64. England grew prosperous between Queen Victoria's reign.[2]	England grew prosperous during Queen Victoria's reign.

[1] This common mistake seems to be caused by mixing up two expressions. You could say, 'There was a match, Bombay against Madras'.

[2] Practise using 'during' and 'between' correctly. Two events must be mentioned if you want to use 'between'.

MISCELLANEOUS

Incorrect	Correct
1. How do you do? { Quite well, thank you. / Pleased to meet you. }	*The correct reply is to repeat* 'How do you do?' *only.*
2. No more to pen.	(*Avoid this.*)
3. He is running sixteen.	{ He is fifteen. / He is in his sixteenth year.
4. He is sixteen complete.	He is over sixteen.
5. No mention.	Please do not mention it.
6. Mr L. B. Joshi, Esq.[1]	{ Mr L. B. Joshi *or* / L. B. Joshi, Esq.
7. Dr L. B. Joshi, Esq.[1]	Dr L. B. Joshi.
Professor L. B. Joshi, Esq.[1]	Professor L. B. Joshi.
Rai Sahib L. B. Joshi, Esq.[1]	Rai Sahib L. B. Joshi.
8. In my opinion I think it is wrong. ...	{ In my opinion it is wrong. / I think it is wrong.

[1] Personally, I do not see why any Indian should ever be addressed as Esquire. There are many much more suitable Indian prefixes.

Incorrect		*Correct*
9. Sir Bose.	... ...	Sir J. C. Bose.
10. Your sincerely. / Your's sincerely.	... ...	Yours sincerely.
11. He feared that it would not rain	*means*	He wanted it to rain.[1]
12. He feared that it would rain	,,	He did not want it to rain.
13. I hope it will rain	,,	I think it will rain and I want it to.
14. I fear it will rain	,,	I think it will rain and I do not want it to.
15. Excuse for the troubles.	... ...	Forgive my troubling you.
16. *Q.* Will you have some lemonade? / *A.* I don't mind.[2]	... ...	*The correct answer is* 'Thank you' *or* 'No, thank you.'

[1] Nos. 11 to 14.—'Hope' and 'fear' in these senses should be used instead of the vaguer verb 'think'.

[2] 'I don't mind' used in this way is rude. This reply connotes indifference; that the person invited does not care whether he drinks lemonade or not. The expression should be used only when it is permissible to indicate no strong preference. For instance.

Q. Shall we walk or go in a tonga?
A. I don't mind.

Incorrect	Correct
17. I am fond of outdoor games; for instance, hockey, football and others and so on and such like.	*After* 'for instance' *and* 'for example' *only one or at most two examples are usually required and additions like* 'and others,' 'etc.', 'and so on' *should be omitted.*
18. No, please[1].	No, sir. / No, thank you. } *depending on the context.*

[1] 'No, please' is always wrong. 'Yes, please' and 'No, thank you' are the polite replies when accepting and declining some offer. 'No, sir' is a polite reply to a question asking for information. *e.g.* 'Has the letter gone?' 'No, sir.'

PART II

SPELLING

1

SOME USEFUL SPELLING RULES

1. (*a*) **When a weak verb ends in a final consonant, except ' l ', preceded by a short vowel, the final consonant is not doubled to form the past tense, unless the accent falls on the last syllable.**

Therefore búdget ... ... budgeted. *Not* budgetted.
óffer ... ... offered. *Not* offerred.
bénefit ... ... benefited. *Not* benefitted.

Nowadays the tendency is to spell even
fócus ... ... focused. *Not* focussed.
bías ... ... biased. *Not* biassed.
under the influence of this rule. The only exception I can think of is
wórship ... ... worshipped. *Not* worshiped.

(*b*) **If the accent does fall on the last syllable, the consonant is doubled.**

So we have,
occúr ... ... occurred. *Not* occured.

	Words	*Illustrative Sentences*
7.	Counsel	Counsel is advice and people who give advice are called counsellors.
	Council	A council is a number of people met together on some business.
8.	Fair (*noun*)	A *mela* is a fair.
	Fair (*adj.*)	His skin is fair, not dark.
	Fare (*verb*)	Farewell!
	Fare (*noun*)	How much is the railway fare?
9.	Birth	What is your date of birth?
	Berth	You can reserve a berth in the train.
10.	Bare (*adj.*)	As he had no sleeves the sun burnt his bare skin.
	Bear (*verb*)	He must bear the pain of the sunburn.
	Bear (*noun*)	A bear has thick fur.
11.	Plane	We all will be riding in aeroplanes soon.
	Plain (*noun*)	The flat Gangetic plain.
	Plain (*adj.*)[1]	She is very plain to look at, almost ugly.
12.	Allowed (*verb*)	I am allowed to take leave.
	Aloud (*adverb*)	He spoke aloud, not in a whisper.

[1] Plain as an adjective can never mean 'flat' or 'level'.

Words	*Illustrative Sentences*
13. Sight	A blind man has no sight.
Site	I shall build my house on the site.
14. Hole (*noun*)	Snakes live in holes.
Whole (*adj.*)	I want the whole story, not half of it.
15. Brake (*noun*)	You stop a car by using the brake.
Break (*verb*)	A strong man could break this stick into two.
16. Prey	What a tiger kills is his prey.
Pray	I pray that no tiger will ever catch me.
17. Clothes	We wear clothes on our bodies.
Cloth (*proper noun*)	Cloth is manufactured in mills out of wool, cotton, etc.
A cloth (*common noun*)	A cloth is a small piece of cloth used for cleaning work by servants or for covering tables.
18. Current (*noun*)	The current of this river is very strong.
Current (*adj.*)	Newspapers tell us the current events.
Currant (*noun*)	Currants are small dried grapes.
19. Bore (*verb*)[1]	You are bored when you have no interest in what is being done.
Boar	A boar is one of the bravest of Indian wild animals.

[1] Bore (*verb*) also means 'to make a hole', and bore (*noun*) means 'a dull person', 'the inside diameter of a rifle barrel' and 'a tidal wave'.

(B) WORDS CONFUSED OWING TO FAULTY PRONUNCIATION

Note. (1) Words in the same group which are marked with asterisks are pronounced alike, e.g. flour* flower*.
(2) The correct pronunciation is indicated by adding a well-known word in brackets which rhymes with the word whose pronunciation is often confused, e.g. wick [sick] floor [door].

	Words	*Illustrative Sentences*
1.	Floor [door] ...	... A carpet lies on the floor.
	Flour* } [shower] ...	... Bread is made of flour.
	Flower* }	Flowers grow in gardens.
2.	Weak* } [leak] ...	... Little children are weak.
	Week* }	There are fifty-two weeks in a year.
	Wick [sick] ...	... An oil lamp needs a wick.
3.	Heir [*pronounced exactly like* 'air']	He is the heir to this estate.
	Hair* } [care] ...	... Hair grows on our heads.
	Hare* }	A hare looks like a big rabbit.
4.	Wonder [sun-der] ...	... I wonder why I failed to pass.
	Wander [yon-der] ...	... Gipsies wander over the country.
5.	Advice (*noun*) [nice] ...	... My father gave me some good advice.
	Advise (*verb*) [eyes] ...	... My father advised me to save some of my pocket money.
6.	Leave [de-ceive] ...	... Our train leaves Nagpur at 9 a.m.
	Live [give] ...	... I live in Nagpur with my parents.

	Words	*Illustrative Sentences*
7.	Quite (*adverb*) [white] ...	You are quite wrong.
	Quiet (*adjective or noun*) [diet] ...	A sick man needs a quiet room.
8.	Price [nice]	The price of this book is one rupee.
	Prize [eyes]	He got this book as a prize for good work.
9.	Lose (*verb*) [choose]	You will lose your dog if you don't tie it up.
	Loose* (*verb*) } [goose] ...	When he loosed his dog it ran away.
	Loose* (*adj.*) } [goose] ...	This knot is loose and will soon come undone.
10.	Taste [waste]	The food tasted nice.
	Test [nest]	He tested the food in the science laboratory.
11.	Pore* (*noun*) } [door] ...	Holes in your skin are called pores.
	Pour* (*verb*) } [door] ...	He poured water into the basin.
	Poor (*adj.*) [tour]	Many people in India are very poor.
12.	Patrol [pa-trol, *accent on* 'trol'] ...	Boy Scouts work in patrols.
	Petrol [pet-rol, *accent on* 'pet'] ...	Motor cars use petrol.
13.	Latter (*adj.*) [matter] ..	A. is tall, and B. is short but the latter (i.e. B.) is stronger.
	Later (*adv.*) [waiter]	I will see you not now but later.
	Letter (*noun*) [better]	The Post Office handles letters.
14.	Bath [path]	We have a bath to clean our bodies.
	Bathe [lathe—long 'a'] ...	We bathe, or have a bathe, to enjoy ourselves, with no thought of cleanliness.

Words		*Illustrative Sentences*
15. Use (*verb*) [news][1] ...	...	Motor cars use petrol.
Use (*noun*) [obtuse] ...	...	Motor cars without petrol are of no use.
16. Princes [*accent on* 'prin']	...	The sons of a king are called princes.
Princess [*accent on* 'cess']	...	The daughter of a king is called a princess.

[1] Note also the similar difference in pronunciation between 'abuse' (*verb*) and 'abuse' (*noun*).

(C) HARDER WORDS FOR UPPER CLASSES OF HIGH SCHOOLS

1.	Compliment	I compliment you on your good work.
	Complement	The party must consist of fifty people. Here are forty. We want ten more to reach our complement.
2.	Medal (*noun*)	Soldiers wear medals on their uniforms.
	Meddle (*verb*)	Do not meddle with other people's affairs.
3.	Affect (*verb*)[1]	Mongooses are not so much affected by cobra bites as men are.
	Effect (*noun*)	The effect of a cobra bite on a man is often deadly.
	Effect (*verb*)	The new headmaster effected many changes in the school.
4.	Prophesy (*verb, accent on* 'sy') ...	I prophesy that it will rain tomorrow.
	Prophecy (*noun, accent on* 'proph')	Did you hear my prophecy that it would rain today ?
5.	Stationary (*adj.*)	When a train is standing still it is stationary.
	Stationery (*noun*)	Articles like writing paper, pencils and pens, are called stationery.
6.	Dependant (*noun*)	I have many dependants to whom I have to give lodging, food and clothes.
	Dependent (*adj.*)	Boys are usually dependent on their parents till they can earn enough money to support themselves.

[1] 'To affect' also sometimes means 'to pretend'.

	Words	*Illustrative Sentences*
7.	Licence (*noun*)	You must get a motor licence.
	License (*verb*)	This shop is licensed to sell liquor.
8.	Disease ('s' *pronounced like* 'z') ...	Cholera is a terrible disease.
	Decease	'The deceased' means 'the dead man', but the former word is not one which you need ever use.
9.	Difference	There is no difference between this and that.
	Deference	He is very polite to his parents, and treats them with great deference.
10.	Assent	He gave his assent to this proposal.
	Ascent	The temple is at the top of the hill and the ascent is very steep.
11.	Illicit (*adj.*)	Liquor made without a licence is illicit.
	Elicit (*verb*)	I asked him many questions to elicit what had really happened.
12.	Eminent	People whose names are familiar to everyone are eminent.
	Imminent	The sky is heavily clouded, so rain seems imminent.
13.	Illusion	It is an illusion to think that the sun moves across the sky.
	Allusion	He did not make a single allusion to the examination results in his speech.

Words	*Illustrative Sentences*
14. President	He is the president of the United States.
Precedent	If I let you do this now, you must not take it as a precedent, because I shall not let you do it again.

9

TWO WORDS OR ONE?

The following are written as one word—

nowadays	cannot	afterwards	schoolboy
somehow	together	everywhere	outside
anyhow	today	nobody	almost
everybody	tomorrow	ourselves	already
into	sometimes	meanwhile	anything
moreover	everyone (*usually*)	newspaper	anyone (*usually*)

The following are written as two words—

all right	some time	per cent	all round
at once	well done !	at least	no one

WORDS COMMONLY CONFUSED

(A) WORDS OF SIMILAR SOUND

Words	*Illustrative Sentences*
1. Whether	I asked whether he had come.
Weather	In May the weather is hot.
2. Practice (*noun*)	You need cricket practice.
Practise (*verb*)	Did you practise cricket?
3. Alter (*verb*)	You must alter the order of the words.
Altar (*noun*)	An altar is a table in a church.
4. Principal (*noun*)	He is the principal of the college.
Principal (*adj.*)	He is the principal actor in this play.
Principle	To gamble is against my principle.
5. Herd (*noun*)	A herd of cattle.
Heard (*verb*)	I heard a man talking.
6. Piece	Please give me a piece of wood.
Peace	Do you want war or peace?

transfér ... ... transferred. *Not* transfered.
Similarly begín ... ... beginning. *Not* begining.

(*c*) **If the final consonant is ' l ', it is always doubled, with only one exception.**

For example,

travel ... ... travelled. *Not* traveled.
level ... ... levelled. *Not* leveled.

The exception is

parallel ... ... paralleled.

These three rules also apply to the nouns formed from the same roots as these verbs: e.g. ' offering ' (rule 1 (*a*)), ' occurrence ' (rule 1 (*b*)), ' traveller ' (rule 1 (*c*)).

(*d*) **Short monosyllables always double their final consonant,** e.g. ' shopping ', ' letting '.

2. **' ie ' and ' ei '.** The general rule is ' i ' before ' e ' except after ' c '. For instance

siege	*but*	receive
believe		deceive
friends		ceiling

There are however several exceptions. For instance,

reign	neighbour	heir
seize	leisure	weird

3. **' dis ' and ' mis '.** Never double the ' s ' of these prefixes. When a second ' occurs it is the first letter of the next syllable. So

dis—miss	*but*	dis—sent
mis—place		mis—spell

4. **'se' and 'ce' also 'sy' and 'cy'.** When two words, verb and noun, are spelt much alike, 'se' and 'sy' are verb endings and 'ce' and 'cy' noun endings. So these are verbs,

license practise prophesy advise

and the following are nouns:

licence practice prophecy advice

But 'promise' is an exception.

This rule does not hold good when verb and noun are not spelt alike, so 'suspense' and 'hypocrisy' are nouns.

5. **'us' and 'ous'.** Nouns end in 'us'. Adjectives end in 'ous'. So we have,

census			jealous	
phosphorus	*Nouns*	and	unanimous	*Adjectives*
genius			tremendous	

6. **The final 'e'.**

(*a*) **When followed by 'ment'.** Till recently the final 'e' was dropped from words ending in 'dge', e.g. 'judgment'. But now it is possible to say that the final 'e' need never be dropped before 'ment' and that you can write (see *The Concise Oxford Dictionary*)

	judgement	*and*	acknowledgement
as well as	arrangement	*and*	advertisement

(*b*) **When followed by 'able'.** Always drop the final 'e'.

move ... ... movable. *Not* moveable.
like ... ... likable. *Not* likeable.

even 'salable' and 'ratable' are the only forms now given in the C.O.D.

The exceptions are words ending in 'ge' or 'ce', when 'e' is retained to preserve the soft sound of the 'g' or 'c'. For instance,

change ... ... changeable. *Not* changable.
peace ... ... peaceable. *Not* peacable.

(*c*) **When followed by 'ous' or 'age' or 'ish'.** The rule is the same as in (*b*). So,

virtue ... virtuous mile ... milage (occasionally still: mileage)
late ... latish blue ... bluish
but courage ... courageous

(*d*) **When followed by 'ing'.** The 'e' is always dropped, except when the final 'e' is preceded by a vowel with which it forms one sound, e.g.

see ... seeing dye ... dyeing

7. **'c' and 'ck'.** Words ending in 'c' take 'k' after the 'c' before adding 'ed' or 'ing', e.g.

frolic ... frolicked mimic ... mimicked

8\. (*a*) **The terminations 'ar', 'er', 'or', 'our', 're', 'ure', 'ur'.** The pronunciation of these different terminations is often very similar. There is no rule to decide when to use one or another. The lists below give some common words ending in each of these terminations and these should be learnt by heart.

-ar

pillar	scholar	calendar	vicar
particular	solar	circular	peninsular (*adj.*)
pedlar	grammar	similar	altar
beggar			

-er

miner	robber	prisoner	farmer
traveller	summer	leather	meter
saddler	alter	manner	tiger
conjurer	clever	messenger	interpreter
or conjuror	character	villager	

-or

minor	surveyor	governor	professor
impostor	actor	emperor	visitor
inventor	tailor	sailor	liquor
traitor	doctor	author	director
debtor	ancestor		

-our (common termination of abstract nouns)

endeavour	vigour	colour	candour
humour	rigour	ardour	demeanour
honour	valour		

-re

centre	sombre	metre	reconnoitre
massacre	calibre	sceptre	manœuvre
theatre			

-ure

leisure	agriculture	imposture	enclosure
signature	literature	nature	miniature
manufacture	venture		

-ur

murmur	sulphur	augur

Note also 'martyr'.

(*b*) **'ceed' and 'cede'.** As in (*a*) there is no rule. Common words ending in these terminations are given below and boys should add to my lists as they come across fresh examples.

-ceed

proceed	exceed
succeed	

-cede

accede	precede
intercede	secede
concede	

Note the spelling of 'supersede'.

(*c*) **So also with**

-able

recognizable	implacable	advisable	manageable
agreeable	indispensable	acceptable	peaceable
liable	respectable	detestable	vegetable

-ible

responsible	divisible	accessible	repressible
feasible	forcible	permissible	contemptible
plausible			

(*d*) **So also with**

-al

cannibal	pedal	sandal	principal
material	medal	jackal	literal
gradual	canal	total	metal
menial	annual		

-le

cycle	middle	fickle	particle
ankle	obstacle	title	single
uncle	vehicle	muscle	mettle
paddle	noble	principle	

-el

channel	label	level	jewel
parcel	nickel	panel	satchel

WORDS COMMONLY MISSPELT

(A) FOR BOYS IN THEIR SECOND YEAR OF ENGLISH

who
why
how
these
those
there
where
were
their
10 air
hair
care
deer
dear
here
does
goes
shoes
would
20 could
wood
from
whom
home
light
kite
white
blue
blew
30 green
queen
read
red
sky
buy
eyes
nose
fly
skin
40 yellow
not
knot
know
knew
new
sign
mine
yours
poor
50 pour
eat
heat
neat
feet
ought
caught
board
floor
flower
60 name
rain
game
house
bath

water
hockey
plate
window
rupee
70 cloud
set
chair
down
flew
ink
paper
pencil
soap
garden
80 horse
spade
use
else
teeth
coat
inch
flee
table
true
90 match
though
plough
cough
through
threw
doctor
picture
road
rode
100 rude
blood
food
kitchen
bow
bough
curtain
street
seat
eight
110 twelve
ate
ear

(B) FOR BOYS IN THEIR THIRD YEAR OF ENGLISH

wait
basin
night
waist
waste
beam
week
weak
pane
10 pain
plane
plain
again
train
minute
pair
pear
year
fairly
20 miner
minor
sale
sail
girl
preach
speech
one
won
own
30 steel
steal
sea

saw
sore
baron
barren
thought
bowl
brought
40 suit
fruit
build
laugh
path
die
dye
goddess
nothing
happily
50 mice
young
noise
sick
thief
priest
wizard
riding
absent
birthday
60 dusty
wolf
burn
city
country
answer
sometimes
seven
carried
office
70 money
heard
herd
acre
slept
marry
clothes
beautiful
loaves
hundred
80 sweat
mouth
flour
reader
play
voice
grand
key
powder
sleep
90 arrows
asleep
because
should
apple
morning
cold
walk
person
remember
100 holiday
business
bungalow
our
hour
said
dead
made
maid
afraid
110 lead
thrown
throw
wonder
wander
grown
gone
none
done
sun
120 son
stood
finger
sense
sensible
whether
weather
children
mother

father
130 brother
live
leave
leaf
meat
great
meet
crore
wait
weight
140 might
right
write
wrote
bitten
written
touch
such
each
catch
150 near
bear
bare
hear
heir
ache
brake
break
piece
peace
160 once
twice
seen
whole
hole
needs
friends
field
quick
every
170 river
nonsense
reign
tent
until
axe
thumb
letter
later
open
180 giant
all right
wash
duck
knock
journey
little
golden
woman
street
190 large
out
lazy
work
arm
riches
forest
front
door
princes
200 princess
villain

(C) FOR BOYS IN THEIR FOURTH YEAR OF ENGLISH

babies
peacefully
recitation
opinion
coming
address
particularly
curious
quality
10 drawn
born
Friday
Tuesday
Wednesday
Thursday
Saturday
Sunday
Monday
loyally
20 truly
metal
judge
discover
necessary
wisdom
continue
wheat
express
soul
30 sole
sincerely
musical
cure
examination
usual
towel
played
enjoyed
separate
40 pleasant
diary
catalogue
ceiling
famous
distance
neither
eighth
honour
amount
50 require
cricketer
thorough
circle
tongue
evening
allowed
aloud
really
safely
60 prayers
obey
view
courage
principle
principal
pair
clever
everybody
forward
70 ocean
sought
present
rough
promise
further
article
handkerchiefs
tournament
telephone
80 aeroplane
roller
wears
goal
scorpion
arrived
exempted
superior
appear
appearance
90 guide
question

government
prisoner
grammar
vacation
easily
mean
meant
scenery
100 dance
used
people
dirty
thirty
hurt
joke
thousand
bone
uncle
110 aunt
above
prove
eyesight
believe
receive
learn
turn
earn
colour
120 dangerous
church
search
perch
general
reason
square
prayer
fear
due
130 bridge
elephant
quarrelled
quarrel
happen
blow
sitting
dinner
boar
Indian
140 dew
due
poetry
earth
mountain
death
soldier
shoulder
gentleman
daughter
150 travel
several
course
coarse
horse
hoarse
mistake
battle
island
treat
160 measure
hockey
partner
goodbye
clothes
four
pour
poor
fort
forty
170 remain
second
preparation
pence
company
certain
summer
marriage
together
bottom
180 surprise
quite
quiet
really
ugly
carefully
merciful
foolish

nursery
point
190 almost
ground
fearful
early
among
liquid
freeze
feather
during
stamp
200 straight
conquer
captain
detained
running
verandah
medicine
pedal
paddle
severe
210 alert

(D) FOR BOYS IN THEIR FIFTH YEAR OF ENGLISH

throne
thrown
happiness
idol
idle
feature
committee
telegraph
issue
10 suspicious
magic
magician
capsize
leisure
cousin
extreme
pavilion
exist
dense
20 purity
total
province
period
growth
result
failure
lessen
lesson
drunkard
30 conscience
conscious
society
stationary
stationery
juice
gamble
biscuit
freight
autumn
40 interfere
release
cinema
dissolve
exchange
bridge
fraction
brief
punctual
fidget
50 powerful
visitor
prepare
repair
naught
rebellion
rebel
rebelled
secretary
sieve
60 cannibal
auction
traitor
treacherous
proverb

misery
pension
attitude
conflict
cement
70 complete
decimal
recent
puncture
source
feeble
seize
siege
conqueror
scent
80 relief
relieved
dictionary
luggage
juggler
martyr
yacht
type
indispensable
activities
90 theatre
gymkhana
relation
junction
compound
joint
pause
inventor
physique
notice
100 happened
resourceful
inquire
across
benefit
benefited
discover
quarter
o'clock
unite
110 purpose
iron
sword
immediate
pocket
occupy
character
agreement
agreeable
descent
120 decent
disease
decease
pursuit
pursue
persuade
deliver
breathe
preserve
whisper
130 fierce
lamb
mourn
morning
voyage
religion
minister
anxious
anxiety
ankle
140 choose
chose
chosen
practice
practise
moment
hatred
frighten
skilful
employ
150 wealthy
eager
satisfy
descendant
message
deceive
material
excellent
disappear
shepherd
160 kingdom

armour
horizon
pillar
worshipped
sketching
outlaw
wheel
prize
creature
170 struggle
describe
fault
produce
accident
consider
comfort
opposite
companion
attempt
180 poison
probable
cease
cheese
language
recognize
science
Christmas
yesterday
nature
190 account
receipt
succeed
successful
yield
curtain
matches
calm
honest
custom
200 dismount
gradually
precious
indicate
chimney
greet
grieve
compass
independent
physical
210 fulfil
antelope
percentage

(E) FOR BOYS IN THEIR SIXTH YEAR OF ENGLISH

servants
programme
prophecy
prophesy
survivor
sandal
pneumonia
license
licence
10 measles
cholera
advise
advice
saddler
pedlar
sailor
beggar
harass
competitor
20 proprietor
propeller
impostor
traveller
sentry
counsel
council
surgeon
liable
humour
30 quotation
accessory
recoil

boundary
cannon
grease
embarrass
prevail
atmosphere
delivered
40 allowance
Eskimo *or* Esquimau
altar
alter
aerial
gauge
manure
criticize
guarantee
libel
50 label
expense
unique
skeleton
agency
compact

abandon
scratch
conceited
defeated
60 diameter
possession
subtle
sentence
mystery
rogue
tyranny
ally
allay
alley
70 woollen
defendant
gallery
morsel
museum
realm
collapse
scissors
draught
poisonous

80 current
currant
problem
circular
lieutenant
breadth
reflection
potato
treachery
paralleled
90 century
referee
eclipse
sympathy
antagonism
meagre
vertical
article
drought
solemn
100 lettuce
syllable
reconnaissance
reconnoitre

develop
dispatch
pigeon
enclosure
kerosene
suction
110 permanent
temporary
civilized
invasion
esteem
prophet
diverse
meadow
design
deficient
120 exile
survive
survivor
colony
burden
graze
ribbon
array

figure
buckle
130 stroll
pail
serious
exhaust
intelligent
beginning
establish
crisis
direction
uniform
140 disturb
destiny
attention
considerable
level
naked
distort
converse
author
cavalry
150 infantry
suspend
compression
region
artillery
manœuvre
musician
settle
impertinence
approach
160 original
retaliate
dispense
jealous
creation
resident
diminish
layer
interior
margin
170 straight
vessel
peculiar
rioting
immense
eminent
imminent
tenant
tariff
rein
180 despise
parent
eastern
buried
entrance
portrait
nobility
omission
hourly
energy
190 gorge
collapse
vein
central
reverse
cycle
muscles
magnet
magnate
conscientious
200 jewellery *or*
jewelry
offered
decision
judgement *or*
judgment
movable
connexion
accommodation
convenience
convenient
disguise

(F) A FEW COMMON WORDS SPECIALLY DIFFICULT TO SPELL

separate
skilful
fulfil
harass
embarrass
agreeable
pursuit
persuasion
indispensable
10 accommodation
convenience
manœuvre
yacht
develop (ment)
movable
milage or mileage
inquire
decision
conscientious
20 benefited
budgeted
offered
occurred
transferred
conceit
anxiety
quarrelled
unparalleled
beginning
30 treacherous
committee
leisure
lieutenant
meant
necessary
secrecy
kerosene
gauge
extreme
40 hypocrisy
ancient
disease
pigeon
subtlety
impostor
pedlar
traveller
scissors
inventor
50 sulphur
rogue
villain
exist
exhaust
symmetry
suicide

It may be amusing as well as profitable to test your best spellers by means of the following two nonsensical passages which are as difficult to spell as to understand.

The first is the easier.

1. 'I wonder whether shepherds wander curiously across the plains in their leisure-minutes tearing up pieces of clothes, persuading people to pursue sensible schemes of business and preparing to torture children who have eaten biscuits.'

2. (more advanced). 'It is necessary and agreeable to witness the embarrassments and idiosyncracies of a harassed pedlar gauging the symmetry of a peeled pair of pears on top of a monument in the middle of the Mediterranean. But it is more indispensable to appreciate the subtlety of the apophthegm which declares that as spermaceti is to the candle so is sandal-wood to kerosene. Even a diseased villain exhausted by erysipelas will be benefited by conscientious reveries in unparalleled secrecy upon this supreme mystery.'

No member of the I.C.S. can hope for fewer than three mistakes the first time he takes this piece of dictation.

PART III

LISTS OF WORDS DIFFICULT TO SPELL, ARRANGED ACCORDING TO SUBJECT

1

WORDS USED IN MATHEMATICS WHICH ARE COMMONLY MISSPELT

mathematics	factorize	equation	zero
algebra	magnitude	algebraical	naught
formulæ	simultaneous	indices	dimension
arithmetic	maund	percentage	commission
principal	succession	square	metric
cistern	miscellaneous	practice	approximation
recurring	exercises	denominator	quarter
decimal	equal	numerator	quotient
proportion	division	second	divisor
metre	subtraction	minute	ratio
article	multiply	premium	
geometry	triangles	corollary	hypothesis
coincide	isosceles	congruent	hypotenuse

scalene	acute	rectilineal	axis
corresponding	obtuse	symmetrical	parallelogram
radii	equilibrium	hexagon	vertically
radius	horizontal	ambiguous	quadrilateral
measurement	cyclic	conversely	supplementary
diameter	vertex	theoretical	theorem
required	vertices	protractor	bisector
circumference	adjacent	concurrent	rhombus
transversal	enunciation	diagonal	circle
oblique	complementary	median	

2

WORDS USED IN NATURE STUDY WHICH ARE COMMONLY MISSPELT

leaves
pollen
calyx
sepal
carbon dioxide
oxygen
stamen
pistil
invertebrate
mammals
amphibian
carnivorous
gnawing

pigeon
seedling
pollination
transpiration
veins
cells
sugar
soluble
muddy
filter
animals
insect
microscope

chalk
flower
hydrochloric
clayey
humus
germinate
hydrogen
nitrogen
kangaroo
rabbit
wolves
cotton
grain

surface
thorn
starch
resin
fungus
respiration
assimilation
protoplasm
osmosis
porous
dorsal

3

WORDS USED IN SCIENCE WHICH ARE COMMONLY MISSPELT

opisometer	calipers *or* callipers	divider	electroscope
pipette	compass	beehive shelf	barometer
burette			
Vernier	Oersted	Ohm	Atwood
Archimedes	Ampere	Fahrenheit	centigrade
kerosene	magnesium	ebonite	methylated
potassium	manganese	anthracite	copper
phosphorus	alkali	lead	mercury
chlorate	aluminium	alcohol	sulphur
metre	circumference	volume	restored
centre	diameter	suspend	touch

possible
gradually
subtracted
increase

compare
rolled
accurately
difficult

apply
heavier
similarly
displace

expansion
precipitate
level
liquid

carrier
pillar
deliver
filings
lens
spectrum

mineral
sheet
supporter
apparatus
laboratory
cylinder

bulb
rays
diagram
thistle
pour
total

several
scissors
weigh
surface
dynamo

immersed
column
vacuum
levelling
electricity
optical
refraction

dispersion
noxious
vapour
science
repulsion
process
neutral

separate
notice
position
bubble
positive
piece
correction

connexion
figure
freezing
manipulate
concave
convex

4

WORDS USED IN GEOGRAPHY WHICH ARE COMMONLY MISSPELT

Arctic	Atlantic	Guinea	Montreal
Antarctic	Egypt	Europe	Peking
Siberia	Britain	Sweden	Buenos Aires
Amazon	Australia	Russia	Belgium
Andes	Malaya	Switzerland	Hawaii
Mediterranean	Brazil	Greece	
Pacific	Guiana	Madagascar	

current	peninsula	valley	atmosphere
torrid	alluvium	delta	pressure
temperate	plateau	physical	barometer
solar	coastal	section	thermometer
lunar	dune	isotherm	oceanic
eclipse	plain	isohyet	insular

maritime	deposition	orbit	savanna
glacier	transportation	coniferous	steppe
erosion	contour	deciduous	prairie
denudation	tributary	season	eskimo
weathering	declination	cyclone	esquimau
canal	oats	agricultural	manufacture
dairying	coffee	woollen	commerce
machinery	cocoa	cotton	economic
tobacco	barley	mineral	communication
maize	pastoral	irrigation	industries
wheat			
equatorial	horizon	vegetable	meridian
region	latitude	population	route
hemisphere	longitude	continent	vertical

5

WORDS USED IN HISTORY WHICH ARE COMMONLY MISSPELT

Alexander
Megasthenes
Seleukos
Maurya
Buddhism
Buddhist
Fa-Hien
Hiuen Tsang
Muhammad
Muhammedan
Humayun
Aurangzeb
Mahrattas *or* Marathas
Cornwallis
Wellesley
Bentinck
Ellenborough
Canning
Scythian
Dufferin
Dupleix
Vasco da Gama
Augustine
Canute
Caesar
John
Confessor
Portuguese
Charies
Elizabeth
European
Augustus
Charlemagne
Christian
Christianity
Britons
Claudius
Harold
Richard
James
William
Danes
Edward
Mary
Philip
Napoleon
Marlborough
Boers
Disraeli
Scotch
Scottish
Spanish
Spaniards
Shakespeare
Deccan
Greece
Ghazni
Afghanistan
Delhi
Plassey

Danelaw
Britain
Egypt
Spain
Crimea
Ceylon
Salbai
Vijayanagar
Pataliputra
Assaye
Quebec
Poitiers
queen
nawab
secretary
governor
government
Danegeld
executive
legislative
Parliament
league

Majesty
constitution
municipal
municipality
assembly
provincial
commission
committee
minister
cabinet
Protestants
Catholics
Puritans
Witan
Dominion
Renaissance
Reformation
benefit(ed)
conqueror
siege
seize
expedition

cavalry
infantry
artillery
defeated
tenants
peasants
possession
beginning
career
provisions
administration
religion
religious
rebelled
tariff
pillar
statue
soldier
jizya
prisoner
merchant
sepoy

ruler
treaty
peace
justice
revenue
neutral
honourable
company
commander
general
ancient
chouth
troops
oppress
invasion
plunder
western
province
inscription
annexation
proclamation
language
baron

PART IV

MISCELLANEOUS DIFFICULTIES

1

HOW TO USE COMMAS

Use as few as you can. The better your English the fewer you will need.

It is important to understand why they are used at all. They are meant to help the reader by showing which words and phrases in a sentence should be read closely together and which should not. The better you succeed in arranging your words in their right and natural order the less need there will be for you to give your readers the artificial help of commas. But in this imperfect world some of our sentences are bound to be puzzling if commas are omitted. The most usual occasions when we put in commas (or some other mark of punctuation) are five in number.

1. Round a Parenthesis or a Phrase, especially when either occurs in the middle of a sentence grammatically complete without. Phrases, especially Participial, placed at the beginning of a sentence are often separated by commas from the main sentence.
2. Round words in Apposition and the name of the person Addressed in direct speech.
3. When Inverted commas open and close.
4. Round Relative clauses especially when the relative pronoun is doing the work of a conjunction also.

5. Round a Subordinate clause in a sentence containing several such.

These five occasions can be remembered by remembering the word PAIRS. P—Parenthesis, Participle and Phrases. A—Apposition and Addressee. I—Inverted commas. R—Relative clause. S—Subordinate clause.

There is also the occasion when a comma is obviously required because the absence of one may lead to the wrong words being read together. Examples are given below :

Phrases—

(*a*) Putting down her bag, the lady got up and went outside.
(*b*) He always treated the lady's remarks, as a matter of course, with great respect.

Parenthesis—

(*a*) No one here, I am sure, will deny that.
(*b*) He is, I hope, no friend of yours.

Apposition—

(*a*) We must learn to use commas, that difficult mark of punctuation, correctly.
(*b*) Hari, my best friend, has gone away.

Person Addressed—(peculiar to direct speech).

(*a*) 'I want to see you, Hari,' called out Rama.
(*b*) Hari replied, 'I have no time now, Rama. I'll see you later', and left the room.

The above two examples also show that a comma is usually put where inverted commas open or close, unless some other mark of punctuation, e.g. a full stop, is more appropriate.

Relative Clause—

(*a*) You spoke in a very rude tone of voice, which is not the way in which to speak to a master.

(*b*) Have any of you seen a tall man with grey hair, who was waiting outside the school gate?

But note that the short relative clause, purely adjectival in effect, sandwiched between two parts of a sentence, does not need commas—

(*a*) My friend who is tall and grey-haired was waiting at the school gate.

(*b*) The house in which I live is in the middle of the town.

Subordinate Clauses—(adverbial)

These clauses begin with subordinate conjunctions, such as if, while, when, because, after, before, until, unless, though, as, so that:

(*a*) I have never shot a tiger, though I have long wanted to, so I am ready to come with you.

(*b*) If you have done wrong, you should make a clean breast of it, so that your conscience will not prick you, when you think of the past.

The comma after 'prick you' is very optional.

The mnemonic is PAIRS or PARIS.

2
INDIRECT SPEECH

There are five main types of sentence:

(1) statement, (2) order, (3) request, (4) question, (5) exclamation.

When you turn each of these into indirect speech, each type requires a special kind of introducing verb followed by a special subordinate conjunction or special construction.

(*i*) **Introducing verbs and the constructions to follow them.**

Statement	Say remark reply answer etc.	followed by 'that'.
Order	Tell want order command forbid etc.	followed by direct object and 'to'.
Request	Beg ask request pray etc.	followed by direct object and 'to'.

Question	Ask inquire wonder etc.	followed by interrogative adverb, adjective or pronoun if any; otherwise by 'if' or 'whether'.
Exclamation	Cry shout exclaim etc. Often qualified by an adverb.	followed by 'that' (as in a statement).

(*ii*) **Change of tense in the sentence put into indirect speech.**

Note the tense of the introducing verb :

(1) If it is in the present tense, the verbs in the sentence will not change their tenses.

(2) If it is in the past tense (as it usually is), the verbs, to be put into indirect, change into the past tense if originally present, and into the past perfect, if originally past.

Example—(direct) :—The boy **is** good.

He **says** that the boy **is** good.

He **said** that the boy **was** good.

Example—(direct) :—The boy was good.

He **says** that the boy was good.

He **said** that the boy **had been** good.

But note that verbs in the infinitive mood never change. 'To go' (present infinitive) **never** changes to 'to went' or 'to have gone' (perfect infinitive) to 'to had gone'.

This is an elementary but common mistake. As common but less elementary is the mistake (committed under the impression that all verbs in indirect speech change their tenses) of writing,

'would had gone'	or even 'went'	instead of 'would have gone'
'must had gone'		,, ,, 'must have gone'
'could had gone'		,, ,, 'could have gone'
'might had gone'		,, ,, 'might have gone'

'will go' is a verb with one auxiliary 'will'.
'will have gone' is a verb with two, 'will' and 'have'.
'will have been going' is a verb with three.

The rule governing the change of tense of such verbs is invariable. *Only the first auxiliary changes.* In the three examples above 'will' can change to 'would' but 'have', 'been', 'go', 'gone', and 'going' never change. The reason is that those parts of any verb which follow the first auxiliary are in the infinitive mood. No verb in that mood can change its tense.

(*iii*) **Change of pronoun in indirect speech.**

(*a*) A pronoun in the indirect sentence which refers to the person speaking the sentence will be put in the first person.

Example—(direct)—Where is Hari?
(indirect)—The master asked where I was. (Correct only when Hari speaks this sentence).

(*b*) A pronoun in the indirect sentence which refers to the person spoken to will be put in the second person.

Example—(direct)—Where is Hari?
(indirect)—The master asked where you were. (Correct only when spoken to Hari).

(*c*) In all other cases all pronouns must be in the third person and such cases **cover 99 per cent of sentences in indirect speech.**

(*iv*) **Change of adverb.**

Note that in indirect speech:

'this' changes to 'that'
'these' changes to 'those'
'here' changes to 'there'
'now' changes to 'then' or 'at that time'
'to-day' changes to 'that day' } usually
'the same day' }
'yesterday' changes to 'the day before'
'to-morrow' changes to 'the next or following day'.

(*v*) You should avoid the following constructions, sometimes used in English, but avoidable and confusing, when you are trying to master indirect speech for the first time.

Write **not** 'to ask that he'— but —'to ask him to'
nor 'to tell that he'— but —'to tell him to'
nor 'to want that he'— but —'to want him to'.

(*vi*) **Inversion and Reversion of subject and verb in indirect questions.**

In a direct question, the auxiliary part of the verb precedes the subject.

I have come—Have I come?
The man came—Did the man come?

In indirect questions the subject precedes both auxiliary and main verbs.

Did the man come?
He asked if the man had come.
Where is Hari?
He asked where Hari was—**not**—where was Hari.

Note that this a very common mistake.

(Note also that the question mark disappears in indirect questions.)

(*vii*) **When to put in 'if' or 'whether' in indirect questions.**

If the direct question begins with an interrogative word, 'if' or 'whether' is not required; otherwise one or other must be put in after the introducing verb.

Examples—Where is my book?—He asked where his book was. Is my book here?—He asked if his book was there.

All interrogative words are easy to recognize, because (*a*) they all begin with the letters 'wh', except 'how', (*b*) they are always written at the beginning of questions.

(*viii*) **Exclamatory words cannot be put into indirect speech** and must either be omitted or indicated by qualifying adverbs or adverbial phrases.

How beautiful the scenery is!
He exclaimed that the scenery was **very** beautiful.
Hurrah! We are winning.
He cried **with joy** that they were winning.
Look out! There is a snake behind you.
He shouted to **warn him** that there was a snake behind him.

These examples show that the aim should be to convey the sense or feeling of the exclamation, not the exclamation itself. In other kinds of sentences being turned into indirect speech, no word of the original should be altered without a special reason. But in exclamatory sentences the actual exclamations can never be reproduced. The following examples illustrate this point yet more fully.

Oh! it is my friend (denoting pleasure).
He cried out **joyfully** that it was his friend.
Oh! it is my friend (unexpected).
He cried out **in surprise** that it was his friend.
Oh! it is my friend (who has died).
He cried out **in sorrow** that it was his friend who **had** died.
Oh! it is my friend (who has deceived me).
He exclaimed **in horror** (or disgust) that . . . .
Oh! it is my friend (who is in danger).
He shouted **in alarm** that . . . . .

N. B. The indirect sentences must vary with the sense.

The second rule to remember is that words, omitted in direct speech but clearly understood, must be written in indirect speech. Such omissions are very common in exclamatory sentences.

Examples—1. (direct)—Q. 'Are you ill?'. A. 'No.'
(indirect)—He asked if I was ill and I replied that I was not.
2. (direct)—'Your money or your life, lady.' A. 'Oh!'
(indirect)—He said that she must pay him money or he would kill her. She cried out in terror to hear this.
3. (direct)—'She remained silent. "Well?" he said at last.'
(indirect)—She remained silent. At last he asked her why she did not speak.

3

THE USE OF THE PAST PERFECT TENSE (PLUPERFECT)

This tense is formed by the help of the auxiliary verb 'had'. It is used:

(1) In indirect speech, when the introducing verb is in the past tense, and the verb in the direct sentence was already in the past tense.

Example—(direct)—The boy **came** yesterday.
(indirect)—He said that the boy **had come** the day before.

(2) When a sentence contains two verbs in the past tense, and the time of one of these verbs is more past than that of the other, the 'more past' verb is put into the past perfect tense.

Example—Two days ago I saw that the school had been white-washed in the vacation.

Note—**This is a very common error.** Boys usually write 'was whitewashed'.

Note the differences in meaning between:

When I came, he wrote his essay.
When I came, he had written his essay.
He had gone out, so I went away.
He went out and I went away.

4

MISUSE OF 'WILL', 'SHALL', 'WOULD', AND 'SHOULD' IN ADVERBIAL CLAUSES AFTER SUBORDINATE CONJUNCTIONS

These auxiliary verbs, with very few exceptions, are not used in sentences beginning with subordinate conjunctions. Instead of 'will' and 'shall' use the present tense; instead of 'would' and 'should', the past.

Example—When I shall see him, I shall tell him this (wrong).
When I see him, I shall tell him this (correct).
If I should do wrong, he would punish me (wrong).
If I did wrong, he would punish me (correct).
Until he will have confessed his fault, he will be kept in prison (wrong).
Until he has confessed his fault, he will be kept in prison (correct).

Note—This mistake needs constant practice to eradicate.

5

USES OF 'WILL' AND 'SHALL', 'WOULD' AND 'SHOULD'

1. (*a*) 'Shall' (with the subject in the first person) has a simple future meaning. 'I shall go.'

   'Will' with the subject in the second and third persons has the same simple future meaning. 'You will see' means that a time is coming when you are going to see.

   (*b*) 'Shall' with the subject in the second and third persons introduces the idea of compulsion.

   You shall go (even if against your will).

   He shall obey (whether he likes it or not).

   (*c*) 'Will' with the subject in the first person expresses determination.

   I will go (I am determined to go).

2. (*a*) 'Should' with the first person and 'would' with the second and third persons are the correct auxiliaries of the conditional tense when there is no special force of meaning to be conveyed. They should be used in that tense as 'shall' and 'will' are used in the future tense. *See* 1 (*a*) above.

   (*b*) 'Should' with the second and third persons means 'ought to'. 'You should work hard' (it is your duty to do so).

   (*c*) 'Would' with the subject in the first person gives emphasis. 'We would like a holiday' (very much indeed) and expresses determination although less definitely than in 1 (*c*) above. 'I would go if I got the chance' (though you doubt my words).

6

RELATIVE PRONOUNS AS CONJUNCTIONS

Two main clauses separated only by a comma cannot stand in English.

Example—'I have bought a book, it is very interesting.'

This is incorrect; either a full stop or a conjunction must be put after the word 'book'.

When the conjunction 'and' can suitably be used between such clauses, a relative pronoun can also often be used, instead of 'and' and often provides a much neater effect.

Take the example given above:

'I have bought a book which is very interesting' is neater and better English than 'I have bought a book and it is very interesting'.

In this example 'which' equals 'and' + 'it'.

All relative pronouns very frequently are used both as pronouns and in place of the conjunction 'and' at one and the same time as follows:

(*a*) and + he or they = who.

Example—'Hari is my friend. He is in class 8.' (can better be written)
'Hari who is in class 8 is my friend.'

(*b*) and + she or they = who.

Example—'Have you seen my sister? She married your brother.' (can better be written)
'Have you seen my sister who married your brother?'

(*c*) and + it or they = which.

An example of the use of 'which' as a conjunction + pronoun has been given above.

(*d*) and + him or her or them = whom.

Example—'That man is a Scoutmaster. I met him at the rally last week.' (can better be written)

'That man is a Scoutmaster whom I met at the rally last week.'

(*e*) and + his or her or their = whose.

Example—'Do you know Hari? His brother is in your school.' (can better be written)

'Do you know Hari whose brother is in your school.'

(*f*) and + its or their = of which.

Example—'I am mending my cycle. Its chain is very loose.' (can better be written)

'I am mending my cycle, the chain of which is very loose.'

Note that 'the chain' is better placed in front of than behind 'of which'.

(*g*) When 'and' is added to a pronoun governed by a preposition, the latter governs and precedes the relative pronoun also.

So and + by him or them = by whom.
and + to her or them = to whom.
and + from it or them = from which.

Examples—

(*a*) 'I played tennis against Hari. I was defeated by him.' (can better be written)

'I played tennis against Hari, by whom I was defeated.'

(*b*) 'My mother has just died. I owe everything to her.' (can better be written)

'My mother to whom I owe everything has just died.'

(*c*) 'My savings are invested. I get Rs. 20/- a year interest from them.' (can better be written)

'My savings are invested, from which I get Rs. 20/- a year interest.'

(*h*) 'and' can also be added to adverbs in the same way.

and + there = where.
and + then or at that time = when.
and + at or during that time = while.

Note, however, this point concerning the use of 'when' and 'while' in this connexion.

Examples—

'I was reading a book. The bell rang at that time.'
It is more common to join these sentences by writing
'When I was reading a book, the bell rang' than to write
'I was reading a book, when the bell rang'.

Again—

'I was reading a book. I went to sleep at that time!'
It is necessary to write, 'While I was reading a book, I went to sleep' and not
'I was reading a book, while I went to sleep.'

'When' and 'while', therefore, should usually precede the first clause instead of the second: but the other relative conjunctions precede the second.

7

THE USE OF CAPITAL LETTERS

(1) The first word of a paragraph or after a full stop begins with a capital letter.
(2) Proper nouns which are the names of people, places, countries, natural features such as rivers, begin with a capital letter.
(3) The first word of a sentence, written in inverted commas, begins with a capital letter.
(4) Initial letters, written alone, are written in capitals.
(5) Words used in special senses begin with a capital letter.

Examples—

(1) is so well known that no example seems necessary.
(2) This is Hari who lives at Raipur in India near the river Mahanadi.

Because—

This—first word of the paragraph.
Hari—proper noun name of person.
Raipur—proper noun name of place.
India—proper noun name of country.
Mahanadi—name of river.

(3) The master shouted, 'Don't wait, come at once'.
'Don't' is the first word of the sentence in inverted commas.

(4) B. N. R.—Bengal-Nagpur Railway.
1066 A.D. etc.

(5) This rule is the only one to cause common difficulty. Under its influence, a word has to be written at one place with a small letter, at another with a capital.

Examples—

(*a*) He is the head of the Cabinet.
A carpenter can make a cabinet.

(*b*) The Government has passed an order.
You can learn the main principles of government from study of history.

(*c*) A boy grows up into a man.
Some scientists believe that Man was evolved gradually from apes.

In these three examples, 'cabinet, government, man' in their ordinary meanings are written with small letters, but when cabinet means a council of ministers, government the ruling power in a country, and man the human race, these words are being used in special senses, which are marked by the use of capital letters.

This rule might be fixed by asking boys to explain the difference in meaning between:

counc	—	Council	act	—	Act
assen	—	Assembly	bill	—	Bill
civil	—	Civil	scout	—	Scout
servic	—	Service	cub	—	Cub

and so on.

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